



NYSC - SDG Tunkus, Mikang LGA, Plateau State.

Title: Project Report on a Quiz and Debate Conducted Among Secondary Schools in Tunkus, Mikang LGA, Plateau State. Organized by NYSC - SDG Corps Members, Tunkus.

Compiled by: Shakir Muhammad Zainuddeen (PL/23A/2896), SDG President, Tunkus.

Theme: Setting a pace for quality education.

Mission: Promoting Quality Education through Quiz and Debate Competition.

Location: Tunkus, Mikang Local Government Area, Plateau State.

Venue: Local Government Secretariat Chamber Hall

Date: 29th February 2024.

Time: 9:00am - 2:00pm

Introduction:

The National Youth Service Corps (NYSC), Sustainable Development Goals (SDG) Group, in collaboration with local stakeholders, organized a Quiz and Debate competition in Mikang Local Government Area, Tunkus, Plateau State. The event, held within the premises of the Local Government Secretariat Chamber Hall, aimed to advocate for quality education and address the importance of educating both female and male children. This comprehensive report outlines the planning, execution, outcomes, and implications of the competition, which involved four prominent secondary schools in the area: Mission High Secondary School, Peifin Model Secondary School, Greenland Secondary School, and Government Secondary School Tunkus.

Background:

Access to quality education is a fundamental human right and a critical driver of sustainable development. However, in many parts of Nigeria, including Mikang Local Government Area, disparities exist in educational opportunities, particularly between genders. Recognizing the importance of addressing this issue, the NYSC - SDG Group conceived the idea of organizing a Quiz and Debate competition with a thematic focus on female and male child education. The choice of topic, "Setting the Pace for Quality Education," reflects the group's commitment to promoting inclusive and equitable education systems.

Objectives:

The primary objectives of the Quiz and Debate competition were:

- To raise awareness about the importance of quality education for both female and male children.
- To provide a platform for secondary school students to showcase their academic prowess in English, current affairs, and spelling.
- To stimulate critical thinking and dialogue on the challenges and opportunities in promoting gender-inclusive education.

Organizers:

NYSC-SDG, Tunkus, Mikang LGA members: *Shakir Muhammad Zainuddeen (PL/23A/2896), Simon Almond Ambima (PL/23A/4046), Haruna Bilkisu Akaji (PL/23A/4040), Danjuma Roseline Asheadzi (PL/23A/3630), Ogunwale Samuel Oluwafemi (PL/23B/2090), Ogunika Ezekiel (PL/23B/2023), Michael Veronica (PL/23B/1926), Danladi Bawa (PL/23B/1901), Osung Ernest Emmanuel (PL/23C/0803), Badmus Sodiq Ayobami (PL/23C/0639), Ogolo Tamunoibelema Ike (PL/23C/0568), Udo Joy Friday (PL/23C/0994), Ukwujede Daniel (PL/23C/0637), Yohana Isyaku (PL/23C/3457), Rasaq Morenikeji Abosede (PL/23C/2697), Akanbi Elizabeth Omoyeni (PL/23C/2548),*

Planning:

The success of the event relied heavily on meticulous planning and collaboration among various stakeholders. Key activities included:

- Formation of Organizing Committee: A dedicated team comprising NYSC - SDG volunteers, leaders were established to oversee the planning and execution of the competition.
- Selection of Participating Schools: Four secondary schools with a strong academic reputation were invited to participate based on their performance and commitment to educational excellence.
- Development of Quiz and Debate Guidelines: Comprehensive guidelines outlining the format, rules, and evaluation criteria for both the Quiz and Debate segments were developed to ensure fairness and transparency.
- Mobilization of Resources: Efforts were made to secure funding and logistical support from the Chief Emir (Long Tehl) and the Local Government chairman, to cover expenses such as prizes and refreshments.

Execution:

The Quiz and Debate competition was conducted over the course of a single day, with strict adherence to the predetermined schedule and rules. The event unfolded as follows:

A. Quiz competition:

The Quiz segment comprised three rounds, each focusing on English language proficiency, current affairs knowledge, and spelling accuracy. Teams from the participating schools competed head-to-head, with points awarded based on the correctness and speed of their responses. The questions were carefully curated to cover a wide range of topics, including literature, history, and global events. Emphasis was placed on encouraging teamwork and collaboration among team members.

B. Debate competition:

The Debate segment centred on the theme “female and male child education”, with teams tasked with presenting arguments in support of their assigned position. The format included opening statements, rebuttals, and closing remarks, with opportunities for cross-examination and audience engagement. Topics addressed a variety of issues related to gender disparities in education, such as access, quality, societal perceptions, and cultural barriers. Judges evaluated the teams based on the strength of their arguments, persuasiveness, and ability to articulate their points effectively.

Evaluation:

A panel of esteemed judges was tasked with evaluating the performances of the participating teams. Criteria for assessment included:

- Knowledge and Understanding: Demonstrated mastery of subject matter and awareness of current events.
- Communication Skills: Clarity, coherence, and persuasiveness in presenting arguments.
- Critical Thinking: Ability to analyse issues, identify relevant evidence, and construct logical arguments.
- Teamwork and Collaboration: Effective coordination and mutual support within the team.

Judges utilized standardized scoring rubrics to ensure consistency and impartiality in their evaluations. Scores from both the Quiz and Debate segments were tabulated to determine the overall winners of the competition.

Outcome and impact:

The Quiz and Debate competition yielded several positive outcomes and impactful insights:

A. Academic excellence:

The competition provided a platform for secondary school students to demonstrate their academic abilities and knowledge across a variety of subjects. Participants exhibited remarkable proficiency in English, current affairs, and spelling, reflecting the quality of education imparted by their respective schools.

B. Critical thinking and dialogue:

Through the Debate segment, students engaged in thought-provoking discussions on the importance of educating both female and male children. The exchange of ideas fostered critical thinking skills and raised awareness about the challenges and opportunities in promoting gender-inclusive education.

C. Community engagement:

The involvement of local stakeholders, including government officials, educators, and community leaders, highlighted the collective commitment to advancing educational goals. The event served as a catalyst for broader dialogue and collaboration on education-related issues within the community.

D. Empowerment and inspiration:

Participation in the competition empowered students to express their viewpoints and advocate for positive change in their communities. By engaging in debates on topics such as gender equality in education, students were inspired to become agents of social transformation and champions of equal rights.

E. Recognition and awards:

At the conclusion of the competition, awards and certificates were presented to the top-performing teams and individuals in recognition of their achievements. Prizes included books, mathematical sets, and other educational resources aimed at further supporting the students' academic pursuits.

Conclusion:

The Quiz and Debate competition organized by the NYSC - SDG Group in Tunkus, Mikang Local Government Area served as a catalyst for promoting quality education and gender equality. The event not only showcased the academic talents of secondary school students but also facilitated meaningful dialogue and engagement on critical educational issues.

Recommendations:

To sustain the momentum generated by the competition, the following recommendations are proposed:

- Continued Advocacy: Engage local stakeholders and policymakers in ongoing advocacy efforts to prioritize investments in education and gender equality initiatives.
- Capacity Building: Provide training and support to educators and community leaders to enhance their ability to promote inclusive and equitable educational practices.
- Student Empowerment: Empower students to take an active role in advocating for their educational rights and addressing gender disparities in their schools and communities.

In conclusion, the Quiz and Debate competition exemplified the transformative power of education in advancing sustainable development goals and fostering a culture of excellence and equality. By setting the pace for quality education, the event has laid a solid foundation for continued progress and positive change in Mikang Local Government Area and beyond.

Acknowledgments:

In this instance, on behalf of the NYSC-SDG Tunkus, Mikang LGA, Plateau State, we reflect upon the culmination of a significant project, we are humbled and filled with gratitude for the manifold blessings bestowed upon us. With hearts brimming with thanksgiving, we extend our deepest appreciation to the Lord Almighty, whose grace has empowered us with life and the will to undertake this noble endeavor.

Central to the realization of this project has been the unwavering support and dedication of esteemed individuals whose contributions have been indispensable. Foremost amongst them is His Eminence, the Chief Emir - Long Tehl (*Barr. Miskam Donald Puntel*), whose visionary leadership and benevolence have illuminated our path. His unwavering commitment to the betterment of the community has been a source of inspiration to us all.

Furthermore, we have to extend our heartfelt gratitude to the Local Government Chairman, *Mr. Daniel G. Kungmi*, whose steadfast support and financial assistance have been instrumental in bringing our vision to fruition. His belief in the importance of this project has served as a catalyst for its success, and we are profoundly grateful for his leadership.

Equally deserving of our appreciation are the participating schools, whose dedication and cooperation have been integral to the realization of our shared goals. Their commitment to excellence and their willingness to collaborate have been the cornerstone of this endeavour, and we are deeply thankful for their invaluable contributions.

In addition, we wish to express our gratitude to the NYSC Mikang Local Government Inspector (LGI), *Mr. Umar Isah Ahmad*, whose encouragement and support have been a strength throughout this journey. His unwavering belief in the potential of our youth and his tireless advocacy for their empowerment have been instrumental in the success of this initiative.

Last but certainly not least, we extend our sincere thanks to all the NYSC Corps Members (Batch A, B, and C 2023) of Tunkus, Mikang Local Government Area, especially the CLO, *Adeyosola Kehinde Aderogba (PL/23A/3100)*, whose dedication and commitment have been the driving force behind the realization of our vision. Their selfless service and tireless efforts have exemplified the spirit of community and have inspired us all.

In conclusion, as we reflect upon the culmination of this project, we are reminded of the power of collective endeavour and the importance of acknowledging the myriad forces that have guided and supported us along the way. To each and every individual who has played a role, however large or small, in bringing this vision to life, we extend our deepest gratitude. May we continue to be guided by the principles of unity, compassion, and service as we strive to build a brighter future for all.

Thank you.

Appendices:



Participating students (From top left: *Government Secondary School Tunkus, Peifin Model Secondary School, Mission High Secondary School, and Greenland Secondary School.*)



Competitors during Debate (From top left: *Government Secondary School Tunkus, Greenland Secondary School, Peifin Model Secondary School, and Mission High Secondary School.*)



Schools' staffs (From top: *Government Secondary School Tunkus, Mission High Secondary School, Greenland Secondary School, and Peifin Model Secondary School.*) Two staffs each, consecutively.



Some of the high dignitaries from the Local Government Secretariat



During prize giving (From top left: *Mission High Secondary School, Peifin Model Secondary School, Greenland Secondary School, and Government Secondary School Tunkus.*)



Organisers (NYSC - SDG Members, Tunkus, Mikang Local Government Area, Batch A, B and C 2023.)